2009 AMENDMENTS to the Program of Studies: Elementary Schools

1. **Replace** (2008) front-end pages i to iv and Preamble pages 1 to 4 with **revised** (2009) front-end pages i to iv and Preamble pages 1 to 4.

2. LANGUAGE LEARNING

   - **Replace** the Language Learning title page, following the Language Learning divider.
   - **Replace** Cree Language and Culture Nine-year Program, Grades 4–5–6, pages 1 to 50 (2007), with **revised** Cree Language and Culture Nine-year Program, Grades 4–5–6, pages 1 to 45 (Revised 2009).

     Note: The revised 2009 program includes minor amendments made to the front-end of the 2007 program to ensure consistency with the grades 7–8–9 portion of the nine-year program. The References page at the end of the 2007 program was also removed.

3. MATHEMATICS

   - **Replace** Mathematics, page 1 (Revised 2008), following the Mathematics divider, with **revised** Mathematics, page 1 (Revised 2009).

4. SOCIAL STUDIES

   - **Replace** Social Studies, page 1 (Revised 2007), following the Social Studies divider, with **revised** Social Studies, page 1 (Revised 2009).
   - **Insert new** Grade 6, pages 1 to 10 (2007), following Grade 5, page 13 (2007).
   - **Remove and discard** Social Studies A.1 to C.53 (Revised 1990).

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PROGRAM *of* STUDIES

Elementary Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to section 39(1) of the *School Act*, Revised Statutes of Alberta 2000, Chapter S–3, December 7, 2007.

Alberta
EDUCATION

This document reflects changes in the program of studies for elementary schools up to August 2009.

Outside Edmonton dial 310–0000 for toll-free connection. Inside Edmonton dial 780–427–2984.

PROGRAM OF STUDIES: KINDERGARTEN TO GRADE 6

2009 CONTENTS

Course **All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.**	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
FINE ARTS			
Art	1985	1985	1985
Drama	1985	1985	1985
Music	1989	1989	1989
HEALTH AND LIFE SKILLS	2002	2002	2002
INFORMATION AND COMMUNICATION TECHNOLOGY	2000	2000	2000
LANGUAGE LEARNING			
Chinese Language Arts	2006	2006	2006
Chinese Language and Culture Nine-year Program	2009	2009	2009
English Language Arts	2000	2000	2000
Français	2006❶		
French Language Arts	2006❶		
French as a Second Language Nine-year Program	2004	2004	2004
German Language Arts	2005	2005	2005
German Language and Culture Nine-year Program	2007	2007	2007
Italian Language and Culture Twelve-year Program	2005	2005	2005
Japanese Language and Culture Nine-year Program	2007	2007	2007
Punjabi Language and Culture Nine-year Program	2006 p. 4 2008	2006	2006
Spanish Language Arts	2005	2005	2005
Spanish Language and Culture Nine-year Program	2007	2007	2007
Ukrainian Language Arts	2003	2003	2003
Ukrainian Language and Culture Nine-year Program	2007	2007	2007
Native Languages			
Blackfoot Language and Culture Program	1990	1990	1990
Cree Language and Culture Nine-year Program	2009	2009	2009
Cree Language and Culture Twelve-year Program	2005	2005	2005
MATHEMATICS	2009❶		
Mathematics K–9	2007	2007	2007
Mathematics K–6	1997	1997	1997
PHYSICAL EDUCATION	2000	2000 pp. 21, 29 2001	2000

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

❶ Program information only.

Course **All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.**	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
SCIENCE	1996	1996	
SOCIAL STUDIES	2009❶ pp. 1–12 2005	K–3, 2005 Grade 4, 2006 Grade 5, 2007 Grade 6, 2007	K–3, 2005 Grade 4, 2006 Grade 5, 2007 Grade 6, 2007

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

❶ Program information only.

INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Education Web site. Print copies are available for purchase from the LRC.

Basic Learning Resources

Alberta Education authorizes a variety of resources to support the programs of study. Complete listings of all resources can be found on the Learning Resources Centre Web site at http://www.lrc.education.gov.ab.ca.

Resources can also be accessed through the:

- Authorized Resources Database at http://education.alberta.ca/apps/lrdb.

Alberta Education Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found on the Alberta Education Web site at http://education.alberta.ca.

PROGRAM FOUNDATIONS

Alberta's Education System[1]

Vision

Education inspires and enables students to achieve success and fulfillment as citizens in a changing world.

Mission

Every child has access to educational opportunities needed to develop knowledge, skills and attributes required for an enriched society and a sustainable economy.

Values

- Respect
- Integrity
- Accountability
- Excellence

Principles

Student Centred

- Our highest priority is the success of each student.

Collaborative

- We encourage the community, teachers, parents and other partners and stakeholders to work together to provide a safe and caring learning environment and the appropriate support structures that allow children the opportunity to maximize their potential.

Responsive

- Education programs are flexible, anticipate student needs, provide opportunities for parent and student choice, and provide opportunities for students to find their passions and achieve their potential.

Innovative

- We lead innovation in support of improved student learning outcomes.

Leading

- Alberta demonstrates continuous improvement in providing high quality programs and services that support students in attaining individual success and academic excellence.

Accessible

- Every student in Alberta has the right of access to a quality education responsive to the student's needs and abilities.

Equitable

- Equitable educational resources and high quality learning opportunities are provided to all students.

Accountable

- We are accountable to Albertans for quality results, system sustainability and fiscal responsibility.

Core Business 1: Lead and support the education system so that all students are successful at learning

Goal 1 – High quality learning opportunities

Goal 2 – Excellence in student learning outcomes

Goal 3 – Success for First Nations, Métis and Inuit students

Goal 4 – Highly responsive and responsible education system

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[1] Excerpted from the *Education Business Plan 2009–12*, March 17, 2009. This plan is available on the Alberta Education Web site at http://education.alberta.ca.

Goals and Standards Applicable to the Provision of Basic Education in Alberta[1]

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

(a) read for information, understanding and enjoyment
(b) write and speak clearly, accurately and appropriately for the context
(c) use mathematics to solve problems in business, science and daily-life situations
(d) understand the physical world, ecology and the diversity of life
(e) understand the scientific method, the nature of science and technology, and their application to daily life
(f) know the history and geography of Canada and have a general understanding of world history and geography
(g) understand Canada's political, social and economic systems within a global context
(h) respect the cultural diversity and common values of Canada
(i) demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
(j) recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
(k) know the basic requirements of an active, healthful lifestyle
(l) understand and appreciate literature, the arts and the creative process
(m) research an issue thoroughly, and evaluate the credibility and reliability of information sources
(n) demonstrate critical and creative thinking skills in problem solving and decision making
(o) demonstrate competence in using information technologies
(p) know how to work independently and as part of a team
(q) manage time and other resources needed to complete a task
(r) demonstrate initiative, leadership, flexibility and persistence
(s) evaluate their own endeavours and continually strive to improve
(t) have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

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[1] Excerpted from Ministerial Order (#004/98). This ministerial order is available on the Alberta Education Web site at http://education.alberta.ca/department/policy/standards.aspx.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

(a) prescribe religious instruction to be offered to its students;

(b) prescribe religious exercises for its students;

(c) prescribe patriotic instruction to be offered to its students;

(d) prescribe patriotic exercises for its students;

(e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

(a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or

(b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS–3.1 s33;1990 c36 s16

LANGUAGE LEARNING

CONTENTS

CREE LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 4–5–6

This program of studies is intended for students who are beginning their study of Cree language and culture in Grade 4. It constitutes the first three years of the Cree Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

PHILOSOPHY

The Cree *(Nehiyaw)* worldview is not a polarized view but a holistic view. It is not *this* **or** *that* but *this* **and** *that*. It holds that all life forms are interconnected and that life is sacred. Human beings are not at the top of a ladder but are one part of a sacred circle. Emotional, physical, mental and spiritual realms are not separate but recognized as part of the whole.

Traditionally, responsibility within the *Nehiyaw* culture primarily involved contributing to the well-being and success of the group—the family, extended family and community. Leadership was developed through service to the community, and cooperation and helping others were crucial to survival. Traditional *Nehiyaw* culture revolves around the connection to Mother Earth and the relationship with family and community.

The concept of Mother Earth in *Nehiyaw* worldview not only encompasses the land but also all animals, minerals, rocks, water, plant life and all interconnectedness with humans. Cree people do not use the products and minerals of Mother Earth as commodities but regard them as relatives and treat them with the utmost respect.

Four aspects common to Mother Earth in *Nehiyaw* worldview that can be honoured in the classroom are:

- the interconnectedness of all things
- the connection to the land and community
- the dynamic and changing nature of the world
- the strength that develops in *power with* not *power over*.

Language proceeds from the worldview of a culture. The *Nehiyaw* worldview and philosophy is embedded in the language and culture. It is also evident in the *Nehiyaw* pedagogy and ways of learning.

RATIONALE FOR LEARNING CREE (*NEHIYAWEWIN*)

Cree (*Nehiyawewin ekîmiy'kôwisiyahk*) is a gift of *Omâmawi Ohtâwîmâw* (the Creator). Elders are the keepers of the language and, consequently, of the beliefs and culture. Indeed, language and culture are inextricably woven.

The importance of Cree language learning has been expressed by Dr. Anne Anderson, who states in the forewords to her Métis Cree resource books that the way to a people's heart is through their language.

According to Canada's 2006 Census, there are 87 285 Cree speakers in Canada. Cree is one of the most widely spoken languages in Canada in various dialects.

The value of learning Cree (*Nehiyawewin)*, to Aboriginal and non-Aboriginal students, is enormous. It permits insights into a worldview of spiritual and natural dimensions. When one speaks the language, Elders and their wisdom become accessible. Learning Cree also enhances one's self-esteem by strengthening cultural identity. Use of language is also the best means of transmitting culture to the next generation.

NATURE OF THE CREE LANGUAGE

The Cree language, or *Nehiyawewin*, is one of many indigenous languages within the Algonkian family of languages. The Cree "Y" dialect that is used in this program of studies is one of the five major dialects in Canada. Cree is a language of relationships—relationships to *Omâmawi Ohtâwîmâw* (the Creator), to others (kinship) and to *Kikâwînaw Askiy* (Mother Earth), which encompasses all living things. It is a rich and complex language because it relates to kinship, nature and spirituality.

The Roman orthography recommended for the instruction of Cree is the Pentland orthography, which is based on the Cree syllabics of standard orthography. The "Y" dialects of the Plains and Woodland Cree of Alberta use 14 English letters, of which 8 are consonants (c, k, m, n, p, s, t and h), 3 are short vowels (a, i, o), 4 are long vowels (a, i, o, e), and "w" and "y" are listed as semi-vowels. A sound variation occurs within the same dialect based on regional and cultural differences.

VOICES OF THE ELDERS, KNOWLEDGE KEEPERS AND COMMUNITY EXPERTS

The wisdom of the Elders is central to cultural learning according to Cree perspective. Elders are the "keepers of knowledge," and it is their guidance that Cree people seek as they strive for balance in their relationships with *Omâmawi Ohtâwîmâw* (the Creator), the natural world, other people and themselves.

Alberta Education acknowledges the necessity of guidance from the Elders, other knowledge keepers and community experts if this program is truly to reflect Cree perspectives and content. Each community wishing to establish a language and culture program must turn to its own Elders, knowledge keepers and community experts for guidance. It is only in this way that Aboriginal language and culture programs can succeed in achieving the goal of language revitalization. The Cree Language and Culture Nine-year Program, Grades 4–5–6 has been developed based on the support of various Elders and the support and advice of community experts and knowledge keepers from Treaty 6 First Nations, Treaty 8 First Nations, the Métis Nation of Alberta and the Métis Settlements.

Oral Tradition

In *Nehiyaw* culture, oral tradition has been the most important method for passing information and knowledge from one generation to another. Students need to be taught to value and respect oral tradition.

Storytellers have always been respected within traditional *Nehiyaw* culture. Storytellers carry within their stories the legends, spiritual truths and history of the Cree people. Stories pass on the values and beliefs that are important to Cree people, and stories preserve the language. Storytellers speak from the heart, and the listener listens from the heart.

There are many types of stories. Sacred stories are only told in the winter, unless special permission is given. Some stories are short, with a particular message or moral, and most are full of humour. Many stories are open-ended, long extended stories with many levels of meaning.

Stories are repeated over and over and change over time to reflect life in the community. As listeners mature and gain life experience, the meanings and lessons in the stories reveal themselves in different ways. What one discovers in a story as a child can be very different from what he or she discovers as an adult. A story written on paper becomes frozen in time, whereas the beauty of an oral story is that it remains a living, flexible and dynamic part of culture and language.

Spirituality

Although the Elders strongly recommend that the connection to *Omâmawi Ohtâwîmâw* (the Creator) be interwoven throughout the program of studies, the developers and Elders themselves respect that individuals/teachers may not want to teach/promote this view. Above all, one's individual integrity is respected.

Our Relationship with the Natural World

People are not greater than the things in nature. The natural world has its own laws that must be respected if people are going to be sustained by it. People are identified by the land they have historically inhabited and on which they have learned to survive. Even today, it is necessary to live with the laws of nature and to feel a part of it.

Our Relationship with One Another

Agreement on rules enables cooperation and group strength, which is greater than individual strength. Identity comes from being in respectful relationships with others, particularly in the family/clan, community and nation.

Our Relationship with Ourselves

Each person is born sacred and complete. *Omâmawi Ohtâwîmâw* (the Creator) has given each person the gift of a body and the choice to care for and use that body with respect.

Omâmawi Ohtâwîmâw (the Creator) has given each person the capacity and choice to learn.

"I had no schooling. When I was a kid, I used to watch people steadily. I would go to my grandmother and she told me what rules to follow."

— Vernon Makokis, Saddle Lake, Alberta

Omâmawi Ohtâwîmâw (the Creator) has given each person talents or strengths to be discovered and the choice to develop and share the gifts.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies:

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Cree (*Nehiyawewin*) leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who come to the class with some background knowledge of Cree (*Nehiyawewin*) and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Cree and are studying Cree as a second language.

CONCEPTUAL MODEL

Two curriculum frameworks developed under the Western Canadian Protocol for Collaboration in Basic Education—*The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12,* June 2000, and *The Common Curriculum Framework for International Languages, Kindergarten to Grade 12,* June 2000—have provided guidance in the development of the Cree Language and Culture Nine-year Program (Grade 4 to Grade 12).

The aim of this Cree language and culture program of studies is the development of communicative competence and cultural knowledge, skills and values in Cree. It is important that the focus of this program of studies be on interaction and meaningfulness, with special attention and emphasis being given to oral communication.

Four Components

For the purposes of this program of studies, communicative competence and the development of cultural knowledge, skills and values in Cree are represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Community Membership aims to develop the understandings, views and values of Cree culture.

Strategies help students learn and communicate more effectively and more proficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning and cultural teachings are integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language and cultural learning progress is an expanding spiral. Students' progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language and cultural learning activities are best structured. Particular lexical fields, learning strategies or language functions are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined previously.

Applications [A]

- Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

Language Competence [LC]

- Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

Community Membership [CM]

- Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

Strategies [S]

- Students will use strategies to maximize learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes are addressed in an integrated manner.

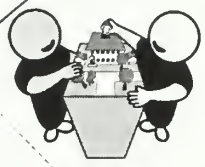
The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, a learning outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

★ discretionary (see further details on p. 34)

General Outcomes

Applications



Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

A–1 to share information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to enhance their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence

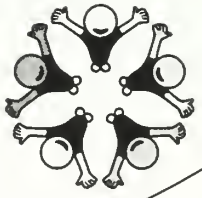
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–1 attend to the form of the language
LC–2 interpret and produce oral texts
LC–3 interpret and produce written and visual texts
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how the language is organized, structured and sequenced

Community Membership

Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

CM–1 *Kikâwînaw Askiy* (Mother Earth★)
CM–2 others
CM–3 themselves



Strategies

Students will use strategies to maximize learning and communication.

S–1 language learning
S–2 language use
S–3 cultural learning
S–4 general learning

★ discretionary (see further details on p. 34)

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

cluster heading for specific outcomes

LC–2 interpret and produce oral texts

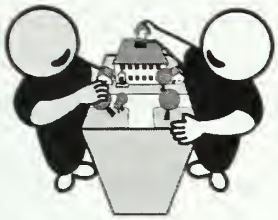
	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–2.1 listening	a. understand simple spoken sentences in guided situations	a. understand short, simple oral texts in guided situations	a. understand short, simple oral texts in guided and unguided situations
LC–2.2 speaking	a. produce simple words and phrases, orally, in guided situations	a. produce simple sentences, orally, in guided situations	a. produce short, simple oral texts in guided situations
LC–2.3 interactive fluency	a. engage in simple interactions, using short, isolated phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions, using simple sentences and/or phrases

read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade



Applications

to express emotions
and personal perspectives

to share
information

to get things done

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to enhance their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

It is important that the focus of the Applications component be on interaction and meaningfulness, with special attention and emphasis being given to oral communication.

General Outcome for Applications
Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

A–1 to share information

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. share basic information b. identify familiar people, places and things	a. ask for and provide basic information b. respond to simple, predictable questions c. describe people, places and things	a. describe people, places and things b. describe series or sequences of events or actions

A–2 to express emotions and personal perspectives

	Students will be able to:		
A–2.1 share ideas, thoughts, preferences	a. express simple preferences b. express a personal response	a. identify favourite people, places or things b. express a personal response to a variety of situations c. acknowledge the ideas, thoughts and preferences of others	a. inquire about and express likes and dislikes b. record and share thoughts and ideas with others
A–2.2 share emotions, feelings	a. respond to, and express, basic emotions and feelings	a. identify emotions and feelings b. express and respond to a variety of emotions and feelings	a. inquire about, record and share personal experiences involving an emotion or a feeling

General Outcome for Applications
Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

A–3 to get things done

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. indicate basic needs and wants b. ask for permission	a. suggest a course of action and respond to a suggestion b. make and respond to a variety of simple requests	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions
A–3.2 state personal actions	a. respond to offers, invitations and instructions b. ask or offer to do something	a. indicate choice from among several options b. express a wish or a desire to do something	a. make and respond to offers and invitations b. inquire about and express ability and inability to do something
A–3.3 manage group actions	a. engage in turn taking b. encourage other group members to act appropriately	a. ask for help or for clarification of what is being said or done in the group b. suggest, initiate or direct action in group activities	a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members c. negotiate in a simple way with peers in small-group tasks d. explain or clarify responsibilities

A–4 to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. exchange simple greetings and simple social expressions b. exchange some basic personal information; e.g., their name, age c. acknowledge basic kinship relationships	a. initiate relationships b. identify kinship relationships	a. make and consider social engagements b. talk about themselves and their family and respond to the talk of others by showing attention and interest

General Outcome for Applications
Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

A–5 to enhance their knowledge of the world

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. investigate the immediate environment	a. investigate the surrounding environment b. make and talk about personal observations	a. discover relationships and patterns
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways	a. sequence items in different ways b. share personal knowledge of a topic	a. compare and contrast items in simple ways b. gather information from a variety of resources
A–5.3 solve problems	a. experience problem-solving situations	a. experience meaning through a variety of problem-solving stories	a. experience and reflect upon problem-solving stories
A–5.4 explore perspectives and values	a. listen attentively and respectfully to ideas and thoughts expressed b. respond sensitively to the ideas and products of others	a. make connections between behaviour and values b. recognize and respect differences in ideas and thoughts	a. explore Cree values on a variety of topics within their own experience b. explore how the Cree worldview influences values and behaviour

General Outcome for Applications
Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

A–6 for imaginative purposes and personal enjoyment

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun	a. use the language for fun in a variety of activities	a. use the language for fun and to interpret humour
A–6.2 creative/aesthetic purposes	a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language	a. use the language creatively; e.g., create a picture story with captions	a. use the language creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite songs	a. use the language for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations	a. use the language for personal enjoyment; e.g., play games in Cree with friends

Language Competence

interpret and produce oral texts

attend to the form of the language

interpret and produce written and visual texts

Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

apply knowledge of the sociocultural context

apply knowledge of how the language is organized, structured and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Cree language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks in which the language is used for real purposes—in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to the form of the language," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Cree language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

It is important that the focus of the Language Competence component be on interaction and meaningfulness, with special attention and emphasis being given to oral communication.

Note: The following abbreviations are used in the grammatical elements section, under the cluster heading "attend to the form of the language":

NA	Animate noun
NI	Inanimate noun
VAI	Animate intransitive verb
VII	Inanimate intransitive verb
VTA	Transitive animate verb
VTI	Transitive inanimate verb
1S	First person singular
2S	Second person singular
3S	Third person singular
1P	First person plural
2I	Second person inclusive
2P	Second person plural
3P	Third person plural

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehivawewak.*)

LC–1 attend to the form of the language

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–1.1 phonology	a. recognize and pronounce basic sounds b. pronounce common words and phrases correctly c. recognize intonation common to Cree	a. recognize and pronounce basic sounds b. distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h c. use proper pronunciation and intonation with familiar words, phrases and expressions	a. recognize and pronounce basic sounds consistently b. recognize the effects in sounds; i.e., elision, long vowels c. recognize the rhythmic flow of sounds
LC–1.2 orthography	a. recognize and name some elements of the writing systems; i.e., letters of the standard Roman orthography and/or the syllabic system	a. be familiar with Roman orthography in words or phrases of personal significance	a. recognize and use basic spelling patterns
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • my family • my daily routines • my body • seasons • weather • clothing • my house • things around me • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • foods • school • measurements – time – money • my community and neighbourhood • music/dance • animals • extended family • games • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • community roles and occupations • activities/leisure • nutrition/health • places/locations • music/dance • modes of travel • animals/birds • extended family • any other lexical fields that meet their needs and interests

(continued)

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

(continued)

LC–1 attend to the form of the language

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements:		
	• demonstrative pronouns *awa, ôma, anima, ôki, aniki, ôhi, anihi* singular, plural animate: *awa* / this one – *ôki* / these; *ôma* / this one – *ôhi* / these; *ana* / that one – *aniki* / those ones inanimate: *anima* / that one – *anihi* / those; *nema* / that one – *nehi* / those; *nâha* / that one – *neki* / those • nouns – animate (NA): *ni* ____ *(im);* *ki* ____ *(im);* *o* ____ *(im)a;* *ni* ____ *(im)inân;* *ki* ____ *(im)inaw;* *ki* ____ *(im)iwâw;* *o* ____ *(im)iwâwa;* *o* ____ *(im)iyiwa* • nouns – inanimate (NI): *ni* ____ *;* *ki* ____ *;* *o* ____ *;* *ni* ____ *inân;* *ki* ____ *inaw;* *ki* ____ *iwâw;* *o* ____ *iwâw;* *o* ____ *iyiw*	• demonstrative pronouns *ana, nâha, anima, nema* to distinguish and refer to that specific animate (NA) or inanimate (NI) noun • personal pronoun plural emphatic "**too**" form: 1P *nîstanân* 2I *kîstanaw* 2P *kîstawâw* 3P *wîstawâw* • noun possessive forms for plural animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S): *niminôsimak / nitehtapôwina* (1S) *kiminôsimak / kitehtapôwina* (2S) *ominôsima / otehtapôwina* (3S) • locative nouns *ohk, hk, ihk, ahk* as prepositions **in the, on the, to the, at the**; e.g., *atawewikamik* / store, *atawewikamikohk* / at the store; *otenâw* / city, *otenâhk* / in or at the city • verbs (VAI): 1S *nitapin* / I sit 2S *kitapin* / you sit 3S *apiw* / he/she sits • personal pronoun plural forms: 1P *nîyanân* 2I *kîyânaw* 2P *kîyawâw* 3P *wîyawâw*	• noun possessive forms for animate (NA) and inanimate (NI) plural nouns indicating **ours** (1P), **all of ours** (2I), **yours** (2P), **theirs** (3P): *niminôsiminânak, nitehtapiwininâna; kiminôsiminawak, kitehtapiwininawa; kiminôsimiwâwak, kitehtapiwiniwâwa; ominôsimiwâwa, otehtapiwiniwâwa* • using *ôki, aniki, neki, ôhi, anihi, nehi* to distinguish and refer to "these and those" animate (NA) and inanimate (NI) specific nouns • using affixes to indicate the noun's size: big/large prefixes *misti, misi, mahki;* small suffixes *sis, osis, isis* • commands or requests (imperatives VTA) using action verbs: 2S→1S *nitohtawin* / **you→me** 2P→1S *nitohtawik* / **you→me**

(continued)

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Grade 4
(Nine-year Program)

- commands or requests (imperatives VTA) using action verbs:
  2S→1S *nitohtawin* / **you→ me**
  2P→1S *nitohtawik* / **you→ me**
- personal pronouns
  singular:
  1S *nîya* / I, me
  2S *kîya* / you
  3S *wîya* / he/she
  plural:
  1P *nîyanân* (exclusive) / we/us
  2I *kîyânaw* (inclusive) / we/us
  2P *kîyawâw* / you (plural)
  3P *wîyawâw* / they/them
- colour descriptors for singular animate (VAI) nouns (*wâpiskisiw / ewâpiskisit minôs*) and inanimate (VII) nouns (*wâpiskâw / ewâpiskâk tehtapiwin*)
- noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S):
  niminôsim / nitehtapiwin (1S)
  kiminôsim / kitehtapiwin (2S)
  ominôsima / otehtapiwin (3S)
- inclusive personal pronouns
  singular:
  1S *nîsta* / me too
  2S *kîsta* / you too
  3S *wîsta* / he/she too
  plural:
  1P *nîstanân* / us/we (exclusive) too
  2I *kîstanaw* / us/we (inclusive) too
  2P *kîstawâw* / you (plural) too
  3P *wîstawâw* / they too

Grade 5
(Nine-year Program)

- simple sentences using **we** (1P), **all of us** (2I), **all of you** (2P), **they** (3P) subject markers and action words (VAI) in declarative statement form (*nitapinân, kitapinaw, kitapinâwâw, apiwak*) and conjunctive form (*ehapiyâhk, ehapiyahk, ehapiyek, ehapicik / ehapitwâw*)
- simple sentences using **I** (1S), **you** (2S), **he/she** (3S) subjects and action words (VAI) in declarative statement form (*nitapin, kitapin, apiw*) and progressive action form (*ehapiyân, ehapiyan, ehapit*)
- plural endings: animate *ak* or *wak;* inanimate *a* or *wa*
- personal pronoun plural emphatic "**too**" form:
  1P *nîstanân*
  2I *kîstanaw*
  2P *kîstawâw*
  3P *wîstawâw*
- possessive nouns: body parts, kinship terms
- commands or requests (imperatives VTA) using action verbs:
  2S→1S *nitohtawin* / **you→ me**
  2P→1S *nitohtawik* / **you→ me**

Grade 6
(Nine-year Program)

- colour descriptors for plural animate (VAI) nouns (*wâpiskisiwak, ewâpiskisicik/ ewâpiskisitwâw minôsak*) and inanimate (VII) nouns (*wâpiskâwa / ewâpiskâki tehtapiwina*)
- compounding a verb and noun together to form a new action word; e.g., *mipostayiwinisân, niteyistikwânân, niketasâkân*
- simple sentences using **we, all of us, all of you, they** subject markers and action words in declarative statement form (*nitapinân, kitapinaw, kitapinâwâw, apiwak*) and progressive action form (*ehapiyâhk; ehapiyahk, ehapiyek; ehapicik/ ehapitwâw*)
- tense markers: *kî* – past tense – *nikihapin; ka* – future definite will – *nikahapin; wî* – future intentional marker going to – *niwîhapin*
- simple sentences involving a direct object, using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form (*niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin*) and progressive form (*ewâpahtamân tehtapiwin; ewâpahtaman tehtapiwin; ewâpahtahk tehtapiwin*)

(continued)

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

(continued)

LC–1 attend to the form of the language

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
LC–1.4 grammatical elements	• simple sentences using **I** (1S), **you** (2S), **he/she** (3S) subjects and action words (VAI) in declarative statement form (*nitapin, kitapin, apiw*) and progressive action form (*ehapiyân, ehapiyan, ehapit*) • changing an action word to a noun by adding the suffix *"win"* to the verb: *mîcisôwin; nîmihitôwin; nikamôwin* • possessive nouns; e.g., body parts, kinship terms • simple questions using interrogating: *tân'spi / tân'we* – missing; *tânte, awîna, kîkwây, tânehki, tânsîyisi* Must be labelled: NA – animate, NI – inanimate • question marker *cî*, using responses: *ehâ* (yes) (Plains) *îhî* (yes) (Northern) *namôya* (no)		• preverbal particles attached to commands/requests and to subject, action simple sentence *Pe api:* *pe* / come *api* / sit *Ninohtehapin* / I want to sit. *Kinohtehapin* / You want to sit? *Kahki pehapin cî* / Can you come and sit? • indefinite pronouns: use to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., *awiyak; pikwâwiyak; namâwiyak; kahkiyaw awiyak; kîkway; pikokîkway; namakîkway; kahkiyaw kîkway*

(continued)

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

(continued)

LC–1 attend to the form of the language

Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: .....

LC–1.4 grammatical elements

- colour descriptors for singular animate (VAI) nouns (*wâpiskisiw / ewâpiskisit minôs*) and inanimate (VII) nouns (*wâpiskâw / ewâpiskâk tehtapiwin*)
- commands or requests using action words (imperative VAI) indicating **you** (2S), **all of you** (2P), and **all of us** (2I); e.g., *api, apik, apitân*
- noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S):
  niminôsim / nitehtapiwin (1S)
  kiminôsim / kitehtapiwin (2S)
  ominôsima / otehtapiwin (3S)
- commands or requests (imperatives VTA) using action verbs:
  2S→1S *nitohtawin* / **you→me**
  2P→1S *nitohtawik* / **you→me**
- verbs (VAI):
  1S *nitapin* / I sit
  2S *kitapin* / you sit
  3S *apiw* / he/she sits
- demonstrative pronouns *ana, nâha, anima, nema* to distinguish and refer to that specific animate (NA) or inanimate (NI) noun
- plural endings: animate *ak* or *wak*; inanimate *a* or *wa*
- possessive nouns: body parts, kinship terms
- possessive forms – singular:
  (1S) *Nimosôm* / my grandfather
  (2S) *Kimosôm* / your grandfather
  (3S) *Omosôma* / his/her grandfather
- noun possessive forms for plural animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S):
  niminôsimak / nitehtapôwina (1S)
  kiminôsimak / kitehtapôwina (2S)
  ominôsima / otehtapôwina (3S)
- personal pronoun plural emphatic "**too**" form:
  1P *nîstanân*
  2I *kîstanaw*
  2P *kîstawâw*
  3P *wîstawâw*

(continued)

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

(continued)

LC–1 attend to the form of the language

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
LC–1.4 grammatical elements		• animate plural nouns (NA): *ôki* / these, *aniki* / those, *neki* / those over there • inanimate plural nouns (NI): *ôhi* / these, *anihi* / those, *nehi* / these over there • question marker *cî*, using responses: *ehâ* (yes) (Plains) *îhî* (yes) (Northern) *namôya* (no) • simple questions using interrogatives: *tan'te, awîna, kîkwây, tânehki, tân'sîyisi, tân'spî* • inclusive personal pronouns: singular: 1S *nîsta* / me too 2S *kîsta* / you too 3S *wîsta* / he/she too plural: 1P *nîstanân* / us/we (exclusive) too 2I *kîstanaw* / us/we (inclusive) too • changing an action word to a noun by adding the suffix "*win*" to the verb: *mîcisôwin, nîmihitôwin, nikamôwin* • using demonstrative pronouns *awa, ôma* to distinguish and refer to this specific animate (NA) or inanimate (NI) noun – *wâpiskisiw / wâpiskâw*	• locative nouns *ohk, hk, ihk, ahk* as prepositions **in the, on the, to the, at the**; e.g., *atawewikamik* / store, *atawewikamikohk* / at the store; *otenâw* / city, *otenâhk* / in or at the city • personal pronoun plural forms: 1P *nîyanân* 2I *kîyânaw* 2P *kîyawâw* 3P *wîyawâw* • simple sentences using **I** (1S), **you** (2S), **he/she** (3S) subjects and action words (VAI) in declarative statement form (*nitapin, kitapin, apiw*) and progressive action form (*ehapiyân, ehapiyan, ehapit*) • simple sentences using **we** (1P), **all of us** (2I), **all of you** (2P), **they** (3P) subject markers and action words (VAI) in declarative statement form (*nitapinân, kitapinaw, kitapinâwâw, apiwak*) and conjunctive form (*ehapiyâhk, ehapiyahk, ehapiyek, ehapicik / ehapitwâw*)

(continued)

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

(continued)

LC–1 attend to the form of the language

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
LC–1.4 grammatical elements		• singular/plural possessive nouns nouns – animate (NA): *ni* ____ *imak;* *ki* ____ *imak;* *o* ____ *ima;* *ni* ____ *iminânak;* *ki* ____ *iminawak;* *ki* ____ *imiwâwak;* *o* ____ *imiwâwa;* *o* ____ *imiyiwa.* nouns – inanimate (NI): *ni* ____ *a;* *ki* ____ *a;* *o* ____ *a;* *ni* ____ *inâna;* *ki* ____ *inawa;* *ki* ____ *iwâwa;* *o* ____ *iwâwa;* *o* ____ *iyiwa.*	

(continued)

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

(continued)

LC–1 attend to the form of the language

Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: .....

LC–1.4
grammatical elements

- simple sentences using **we** (1P), **all of us** (2I), **all of you** (2P), **they** (3P) subject markers and action words (VAI) in declarative statement form (*nitapinân, kitapinaw, kitapinâwâw, apiwak*) and conjunctive form (*ehapiyâhk, ehapiyahk, ehapiyek, ehapicik / ehapitwâw*)
- simple sentences using **I** (1S), **you** (2S), **he/she** (3S) subjects and action words (VAI) in declarative statement form (*nitapin, kitapin, apiw*) and progressive action form (*ehapiyân, ehapiyan, ehapit*)
- personal pronoun plural forms:
  1P *nîyanân*
  2I *kîyânaw*
  2P *kîyawâw*
  3P *wîyawâw*
- demonstrative pronouns (singular)

Animate:	Inanimate:
awa – this	*ôma* – this
ana – that	*anima* – that
nâha – that over there	*nema* – that over there

- colour descriptors for singular animate (VAI) nouns (*wâpiskisiw / ewâpiskisit minôs*) and inanimate (VII) nouns (*wâpiskâw / ewâpiskâk tehtapiwin*)
- using demonstrative pronouns *awa, ôma* to distinguish and refer to this specific animate (NA) or inanimate (NI) noun – *wâpiskisiw / wâpiskâw*

(continued)

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehivawewak.*)

(continued)

LC–1 attend to the form of the language

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
LC–1.4 grammatical elements			• noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S): *niminôsim / nitehtapiwin* (1S) *kiminôsim / kitehtapiwin* (2S) *ominôsima / otehtapiwin* (3S) • simple questions using interrogating: *tân'spî / tân'we* – missing; *tânte, awîna, kîkwây, tânehki, tânsîyisi* Must be labelled: NA – animate, NI – inanimate • question marker *cî*, using responses: *ehâ* (yes) (Plains) *îhî* (yes) (Northern) *namôya* (no) • commands or requests using action words (imperative VAI) indicating **you** (2S), **all of you** (2P), and **all of us** (2I); e.g., *api, apik, apitân* • commands or requests (imperatives VTA) using action verbs: 2S→1S *nitohtawin* / **you→ me** 2P→1S *nitohtawik* / **you→ me**

(continued)

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehivawewak.*)

(continued)

LC–1 attend to the form of the language

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
LC–1.4 grammatical elements			• inclusive personal pronouns singular: 1S *nîsta* / me too 2S *kîsta* / you too 3S *wîsta* / he/she too plural: 1P *nîstanân* / us/we (exclusive) too 2I *kîstanaw* / us/we (inclusive) too 2P *kîstawâw* / you (plural) too 3P *wîstawâw* / they too • changing an action word to a noun by adding the suffix "*win*" to the verb: *mîcisôwin, nîmihitôwin, nikamôwin* • Noun possessive: *niminôsiminân* *nitehtapowininân* (1P) *kiminôsiminaw* *kitehtapowininaw* (2I) *kiminôsimiwaw* *kitehtapowiniwaw* (2P) *ominôsimiwâwa* *otehtapowiniwaw* (3P)

(continued)

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehivawewak.*)

(continued)

LC–1 attend to the form of the language

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
LC–1.4 grammatical elements			• noun possessive forms for plural animate (NA) and inanimate (NI) nouns indicating **my** (1S), **your** (2S), **his/her** (3S): *niminôsimak / nitehtapôwina* (1S) *kiminôsimak / kitehtapôwina* (2S) *ominôsima / otehtapôwina* (3S) • singular/plural possessive nouns nouns – animate (NA): *ni* ____ *imak;* *ki* ____ *imak;* *o* ____ *ima;* *ni* ____ *iminânak;* *ki* ____ *iminawak;* *ki* ____ *imiwâwak;* *o* ____ *imiwâwa;* *o* ____ *imiyiwa.* nouns – inanimate (NI): *ni* ____ *a;* *ki* ____ *a;* *o* ____ *a;* *ni* ____ *inâna;* *ki* ____ *inawa;* *ki* ____ *iwâwa;* *o* ____ *iwâwa;* *o* ____ *iyiwa.*

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–2 interpret and produce oral texts

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–2.1 listening	a. understand simple spoken sentences in guided situations	a. understand short, simple oral texts in guided situations	a. understand short, simple oral texts in guided and unguided situations
LC–2.2 speaking	a. produce simple words and phrases, orally, in guided situations	a. produce simple sentences, orally, in guided situations	a. produce short, simple oral texts in guided situations
LC–2.3 interactive fluency	a. engage in simple interactions, using short, isolated phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions, using simple sentences and/or phrases

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–3 interpret and produce written and visual texts

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–3.1 reading	a. understand simple written sentences in guided situations	a. understand short, simple written texts in guided situations	a. understand short, simple written texts in guided and unguided situations
LC–3.2 writing	a. produce simple written words and phrases in guided situations	a. produce simple written sentences in guided situations	a. produce short, simple written texts in guided situations
LC–3.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from visual elements of a variety of media in guided and unguided situations
LC–3.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

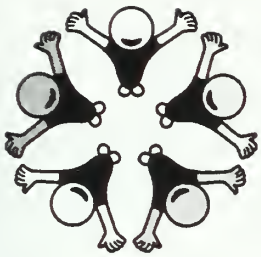
LC–4 apply knowledge of the sociocultural context

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–4.1 register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice	a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts	a. experiment with and use informal language in familiar contexts
LC–4.2 expressions	a. imitate age-appropriate expressions	a. understand and use a variety of simple expressions as set phrases	a. use learned expressions to enhance communication
LC–4.3 variations in language	a. experience a variety of voices	a. acknowledge and accept individual differences in speech	a. experience a variety of accents, variations in speech and regional variations in language
LC–4.4 social conventions	a. imitate simple routine social interactions and expressions	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation
LC–4.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Cree culture	a. experiment with using some simple nonverbal means of communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	a. use appropriate nonverbal behaviours in a variety of familiar contexts

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–5 apply knowledge of how the language is organized, structured and sequenced

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. imitate speech that uses simple link words	a. sequence elements of a simple story, process or series of events b. link words or groups of words in simple ways	a. link several sentences coherently b. recognize common conventions that structure texts
LC–5.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms	a. recognize some simple oral and written text forms	a. use some simple text forms in their own productions
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns	a. initiate interactions and respond using simple social interaction patterns	a. use simple conventions to open and close conversations and to manage turn taking



Community Membership

Kikâwînaw Askiy
(Mother Earth★)

others

Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★) , others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

themselves

★ discretionary (see further details on p. 34)

COMMUNITY MEMBERSHIP

The specific outcomes in the Community Membership section are intended to support many aspects of students' Cree cultural development. These outcomes are grouped under three cluster headings—see the illustration on the preceding page. Each cluster is further broken down into five strands, each of which strives to build a specific knowledge, skill or value from Grade 4 to Grade 12. The five strands are as follows:

- relationships
- knowledge of past and present
- practices and products
- past and present perspectives
- diversity.

The terms "Mother Earth" and "Creator" are identified as discretionary terms in this program of studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

General Outcome for Community Membership
Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

CM–1 *Kikâwînaw Askiy* (Mother Earth★)

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
CM–1.1 relationships	a. listen to stories about *Kikâwînaw Askiy* (Mother Earth★) and observe and experience *Kikâwînaw Askiy* (Mother Earth★)	a. participate in harmonious activities and experiences related to *Kikâwînaw Askiy* (Mother Earth★) b. take care of *Kikâwînaw Askiy* (Mother Earth★)	a. identify concrete ways in which they can show respect for *Kikâwînaw Askiy* (Mother Earth★) b. participate in activities in which they care for and respect *Kikâwînaw Askiy* (Mother Earth★)
CM–1.2 knowledge of past and present	a. participate in activities and experiences that convey knowledge of past and present *Kikâwînaw Askiy* (Mother Earth★)	a. participate in activities and experiences that convey knowledge of past and present *Kikâwînaw Askiy* (Mother Earth★) b. explore a past/present Cree community and its relationship with *Kikâwînaw Askiy* (Mother Earth★)	a. explore past and present Cree regions in Canada
CM–1.3 practices and products	a. observe and experience practices and products related to *Kikâwînaw Askiy* (Mother Earth★)	a. participate in activities, experiences and practices related to *Kikâwînaw Askiy* (Mother Earth★) b. explore practices and products, related to *Kikâwînaw Askiy* (Mother Earth★), of a specific region or community	a. identify and describe some practices and products, related to *Kikâwînaw Askiy* (Mother Earth★), of specific regions and communities b. explore basic practices and products related to *Kikâwînaw Askiy* (Mother Earth★)

(continued)

★ discretionary (see further details on p. 34)

General Outcome for Community Membership
Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

(continued)

CM–1 *Kikâwînaw Askiy* (Mother Earth★)

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
CM–1.4 past and present perspectives	a. listen to stories about *Kikâwînaw Askiy* (Mother Earth★) from the past and present and explore change b. participate in activities and experiences that reflect past and present Cree perspectives related to *Kikâwînaw Askiy* (Mother Earth★)	a. participate in activities and experiences that reflect past and present Cree perspectives related to *Kikâwînaw Askiy* (Mother Earth★)	a. compare past and present Cree perspectives related to *Kikâwînaw Askiy* (Mother Earth★) b. explore past and present Cree values related to *Kikâwînaw Askiy* (Mother Earth★)
CM–1.5 diversity	a. listen to stories about *Kikâwînaw Askiy* (Mother Earth★) from diverse Cree origins b. participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînaw Askiy* (Mother Earth★)	a. participate in activities and experiences that reflect diversity in perspectives related to *Kikâwînaw Askiy* (Mother Earth★)	a. compare regional Cree perspectives and values related to *Kikâwînaw Askiy* (Mother Earth★)

★ discretionary (see further details on p. 34)

General Outcome for Community Membership
Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kîkâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

CM–2 others

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
CM–2.1 relationships	a. share with others and recognize that others are a part of their living world/kinship systems b. listen respectfully to others; i.e., storytelling, counsel, sharing circle	a. contribute to, and cooperate in, activities with others, and practise friendliness b. practise consideration of, and helpfulness toward, others	a. respect others (e.g., property, thoughts) and practise humility b. form positive relationships with others; e.g., peers, family, Elders
CM–2.2 knowledge of past and present	a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; i.e., storytelling, celebrations	a. explore a past and a present Cree community; e.g., its people, practices, products, beliefs	a. explore past and present Cree people, practices, products and beliefs in Canada
CM–2.3 practices and products	a. observe, understand and participate, with the group, in Cree cultural experiences, practices and activities	a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities b. explore Cree community cultural practices and products	a. explore tribal or regional Cree cultural practices and products b. explore cultural practices and products of Cree peoples in Canada
CM–2.4 past and present perspectives	a. listen to stories from the past and present and explore change b. observe and participate in activities, experiences and products that reflect the past and present, and explore change	a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values, and examine change	a. examine past and present perspectives and values and examine change
CM–2.5 diversity	a. observe and explore the unique qualities of others	a. identify the unique qualities of others; i.e., family b. identify and celebrate the unique qualities of others; i.e., in meeting the needs of the community by voluntarily fulfilling the roles	a. explore and compare characteristics of Cree-speaking peoples in Canada

★ discretionary (see further details on p. 34)

General Outcome for Community Membership
Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

CM–3 themselves

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
CM–3.1 relationships	a. tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people	a. express their own concept of themselves and extend that understanding to include new ideas and perspectives; i.e., home and school b. express their own concept of themselves and understand their own strengths and abilities	a. explore various sources of information for development of their self-concept, and learn and understand the importance of respect for themselves b. identify influences on development of their self-concept and self-identity
CM–3.2 knowledge of past and present	a. share about themselves and their family; e.g., traditions, nicknames, practices b. explore kinship	a. explore kinship and community b. explore and examine family/community traditions and practices	a. explore their family/ community background (tribe/heritage/affiliation, kinship)
CM–3.3 practices and products	a. observe and participate in Cree cultural experiences, practices and activities	a. observe and participate in Cree cultural experiences, practices and activities	a. explore Cree cultural experiences, practices and products
CM–3.4 past and present perspectives	a. explore their own change and listen to others' views and stories b. express their own understanding of themselves and their family	a. express their own understanding of themselves, their family and their community and explore the perceptions of others b. understand their own strengths and weaknesses	a. explore others' perceptions of them b. recognize that individuals change and the way they see themselves also changes
CM–3.5 diversity	a. explore, observe, celebrate and recognize their own uniqueness; e.g., self, family	a. identify and celebrate the unique characteristics of their family and community b. identify and celebrate their own unique strengths and abilities	a. explore, identify and celebrate the unique characteristics of their family and community

★ discretionary (see further details on p. 34)

Strategies

language learning

language use

Students will use strategies to maximize learning and communication.

cultural learning

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense and cultural learning, and with general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under four cluster headings—see the illustration on the preceding page. For the Strategies component, the strands mirror the cluster headings. Each cluster heading or strand deals with a specific category of strategy. Language learning, cultural learning and general learning strategies can be further categorized as cognitive, metacognitive and social/affective. The language use strategies can be further categorized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes make only general references to strategies within each category. Specific strategies for each category are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and model a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Cree language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Cree or in English
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers, CD–ROMs
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities in and outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning checklist
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive

- use English to get meaning across
- use a literal translation of a phrase in English
- use an English word but pronounce it as in Cree
- acknowledge being spoken to with appropriate expression
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when you do not understand
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., blank look
- start again, using a different tactic, when communication breaks down
- invite others into the discussion
- ask for confirmation that a form used is correct

- use a range of fillers, hesitation devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use knowledge of sentence patterns to form new sentences
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

Cultural Learning Strategies

Cognitive

- observe and listen attentively
- actively participate in culturally relevant activities, such as storytelling, ceremonies, berry picking, feasts, fish scale art and sewing
- imitate cultural behaviours
- memorize specific protocols, such as prayers, songs and stories
- seek out information by asking others, such as parents, teachers and Elders
- repeat or practise saying or performing cultural practices or traditions, such as prayers, songs, words and actions
- make/create cultural learning logs
- experiment with, and engage in, various cultural practices and elements
- use mental images to remember new cultural information, such as Teepee Teachings
- group together sets of things—cultural practices, objects—with similar characteristics
- identify similarities and differences between aspects of Cree culture and other cultures to which you have been exposed
- look for patterns and relationships
- use previously acquired knowledge to facilitate cultural learning
- associate new cultural learnings with previous knowledge
- use available technological aids to support cultural learning; e.g., computers, videos/DVDs, CD–ROMs
- use mind maps, webs or diagrams

- place new cultural learning in a context to make it easier to remember
- use induction to generate rules governing cultural elements, such as values, traditions, beliefs, practices and relationships
- seek opportunities in and outside of class to practise, observe and participate in cultural activities/elements
- perceive and note down unknown cultural elements and practices

Metacognitive

- make choices about how you learn
- rehearse or role-play a cultural experience
- decide in advance to attend to the cultural learning task
- reflect on cultural learning tasks
- think in advance about how to approach a cultural learning task
- reflect on your learning or inquiries
- decide in advance to attend to specific aspects of a cultural event
- listen for, or observe, key cultural elements
- evaluate your performance or comprehension at the end of a cultural task or activity
- keep a cultural learning/teachings checklist
- experience various methods of learning about culture, and identify one or more considered to be particularly useful personally; e.g., by doing it, observing it, reading about it
- be aware of the potential of learning through direct exposure to the culture
- know how strategies may enable coping with new cultural experiences containing unknown elements
- identify obstacles that might hinder successful participation in cultural experiences, and see ways to overcome these obstacles
- monitor your cultural behaviours and practices
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and processes accordingly

Social/Affective

- initiate and maintain participation in the culture
- participate in shared cultural experiences
- seek the assistance of a friend, teacher, Elder or parent to understand cultural elements
- participate several times in favourite cultural experiences and activities to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of learning about culture
- experiment with various cultural behaviours and practices, noting acceptance/support or nonacceptance/lack of support by members of the culture
- participate actively in the traditions of the culture; i.e., storytelling, sharing circle
- be willing to take risks and to try new/unfamiliar things
- apply new cultural learnings as soon as possible after learning/observing them
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work cooperatively with others, and get feedback on your work
- provide personal motivation by arranging your own rewards when successful

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based

- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them (the actions of Aboriginal students, maybe, more than others)
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes (consensus)
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise and ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies
Students will use strategies to maximize learning and communication.

S–1 language learning

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
S–1.1 language learning	a. use simple strategies, with guidance, to enhance language learning	a. use a variety of simple strategies, with guidance, to enhance language learning	a. identify and use a variety of strategies to enhance language learning

S–2 language use

	Students will be able to:		
S–2.1 language use	a. use simple strategies, with guidance, to enhance language use	a. use a variety of simple strategies, with guidance, to enhance language use	a. identify and use a variety of strategies to enhance language use

S–3 cultural learning

	Students will be able to:		
S–3.1 cultural learning	a. use simple strategies, with guidance, to enhance cultural learning	a. use a variety of simple strategies, with guidance, to enhance cultural learning	a. identify and use a variety of strategies to enhance cultural learning

S–4 general learning

	Students will be able to:		
S–4.1 general learning	a. use simple strategies, with guidance, to enhance general learning	a. use a variety of simple strategies, with guidance, to enhance general learning	a. identify and use a variety of strategies to enhance general learning

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 40 to 44.

MATHEMATICS

The Mathematics Kindergarten to Grade 9 Program of Studies is under revision. Provincial implementation of the new program is as follows:

School Year	Provincial Implementation
2008–2009	Kindergarten Grade 1 Grade 4 Grade 7
2009–2010	**Grade 2** **Grade 5** **Grade 8**
2010–2011	Grade 3 Grade 6 Grade 9

Note: For the 2009–2010 school year, the new provincially implemented Grade 2 and Grade 5 of the Mathematics Kindergarten to Grade 9 Program of Studies (2007) replaces Grade 2 and Grade 5 in the existing (1997) program of studies.

SOCIAL STUDIES

The Social Studies Kindergarten to Grade 12 Program of Studies has been revised. Provincial implementation of the new program is as follows:

School Year	Provincial Implementation
2005–2006	Kindergarten Grade 1 Grade 2 Grade 3
2006–2007	Grade 4 Grade 7
2007–2008	Grade 5 Grade 8 10-1, 10-2
2008–2009	Grade 6 (optional) Grade 9 (optional) 20-1, 20-2
2009–2010	**Grade 6** **Grade 9** **30-1, 30-2**

Note: For the 2009–2010 school year, the **new provincially implemented** Grade 6 program of studies (2007) replaces C.45 to C.53 in the existing (Revised 1990) program of studies.

GRADE 6: Democracy: Action and Participation

OVERVIEW

Grade 6 students will examine how participation in the democratic process is a means for governments and citizens to effect change in their communities. They will explore how democratic principles and ideals are reflected in the structure and functions of their local and provincial governments. Students will examine how ancient Athens and the Iroquois Confederacy have influenced Canada's democratic processes.

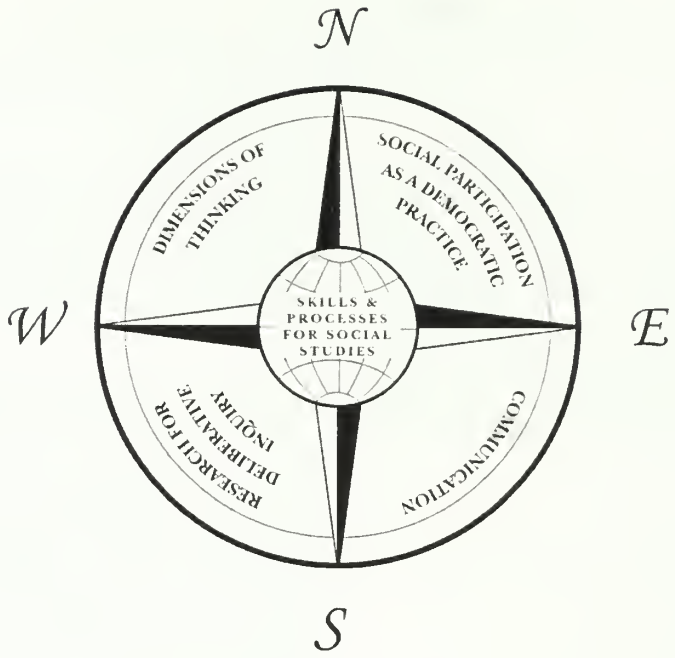
RATIONALE

Grade 6 students will broaden their understanding of democracy in the Canadian experience and develop an awareness of the active role that engaged citizens can play within the democratic process.

TERMS AND CONCEPTS

ACFA, Canadian Charter of Rights and Freedoms, collective identity, consensus, democracy, electorate, equity, fairness, FNA, justice, local government, MLA, MNAA, official language minorities, provincial government, representative democracy, Treaty of La Grande Paix de Montréal, Wampum Treaty

General Outcome 6.1 **Citizens Participating in Decision Making**	General Outcome 6.2 **Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy**
Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.	Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 6.

Dimensions of Thinking	
critical thinking and creative thinking	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
historical thinking	use primary sources to interpret historical events and issues
geographic thinking	construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
decision making and problem solving	propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate the skills of compromise in order to reach group consensus
age-appropriate behaviour for social involvement	demonstrate commitment to the well-being of the community by drawing attention to situations of injustice where action is needed
Research for Deliberative Inquiry	
research and information	determine the reliability of information, filtering for point of view and bias
Communication	
oral, written and visual literacy	express opinions and present perspectives and information in a variety of forms, such as oral or written presentations, speeches or debates
media literacy	detect bias present in the media

6.1 Citizens Participating in Decision Making

General Outcome

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Specific Outcomes

Values and Attitudes

Students will:

6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:

- recognize and respect the democratic rights of all citizens in Canada (C, I)
- value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM)
- recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM)
- value citizens' participation in a democratic society (C)
- value the contributions of elected representatives in the democratic process (PADM)

Knowledge and Understanding

Students will:

6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:

- What is democracy (i.e., justice, equity, freedoms, representation)? (C, PADM)
- What are the similarities and differences between direct and representative democracy? (PADM)
- What are the rights and responsibilities of citizens living in a representative democracy? (C, PADM)
- How does Canada's justice system help protect your democratic and constitutional rights? (C, PADM)

6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:

- How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM)
- How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM)
- How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights? (I, PADM, TCC)
- How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights? (PADM, TCC, I)
- Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution? (C, I, PADM)

		C	Citizenship	I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:

- How are representatives chosen to form a local government (i.e., electoral process)? (PADM)
- What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM)
- How are local governments structured differently in rural and urban settings? (PADM)
- What role is played by school boards (i.e., public, separate, Francophone) within local communities? (PADM)

6.1.5 analyze the structure and functions of Alberta's provincial government by exploring and reflecting upon the following questions and issues:

- How is the provincial government structured? (PADM)
- What is the role and status of the Lieutenant Governor within the provincial government? (GC, PADM)
- What are the responsibilities of the provincial government (i.e., laws, taxes, services)? (PADM)
- How are representatives chosen at the provincial level of government (i.e., electoral process)? (PADM)
- What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister? (PADM)

6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:

- How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)? (C, PADM)
- How do associations such as the Association canadienne-française de l'Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights? (C, I, PADM)
- In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)? (C, PADM)

		C	Citizenship	I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

General Outcome

Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

Specific Outcomes

▸ Values and Attitudes

Students will:

6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)

6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)

▸ Knowledge and Understanding

Students will:

6.2.3 analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:

- How was the government of ancient Athens structured? (PADM)
- How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making? (C, PADM)
- How did identity, status and class structure impact citizenship in ancient Athens? (C, I)
- How did the social structure of ancient Athens impact its political structure? (CC, PADM)
- To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? (I, PADM)

6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:

- How was the Iroquois Confederacy structured? (PADM)
- What was the role and status of women within the Iroquois Confederacy? (I, PADM)
- What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM)
- How did the Six Nations use the consensus-building process? (PADM)
- How did the Wampum Belt address collective identity? (I, PADM)
- How did the social structure of the Iroquois Confederacy impact its political structure? (CC, PADM)
- To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (PADM)

		C	Citizenship	I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

SKILLS AND PROCESSES FOR GRADE 6

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➢.

▶ DIMENSIONS OF THINKING

Students will:

6.S.1 develop skills of critical thinking and creative thinking:

- assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas and strategies in individual and group activities
- ➢ seek responses to inquiries from various authorities through electronic media

6.S.2 develop skills of historical thinking:

- use primary sources to interpret historical events and issues
- use historical and community resources to understand and organize the sequence of historical events
- explain the historical contexts of key events of a given time period
- use examples of events to describe cause and effect and change over time
- ➢ organize information, using such tools as a database, spreadsheet or electronic webbing

6.S.3 develop skills of geographic thinking:

- construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
- use geographic tools, including software, that assist in preparing graphs and maps
- use cardinal and intermediate directions to locate places on maps and globes
- use scales to determine the distance between places on maps and globes
- identify geographic problems and issues and pose geographic questions

6.S.4. demonstrate skills of decision making and problem solving:

- propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
- consider multiple perspectives when dealing with issues, decision making and problem solving
- collaborate with others to devise strategies for dealing with problems and issues
- ➢ select and use technology to assist in problem solving
- ➢ use data gathered from a variety of electronic sources to address identified problems
- ➢ solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
- ➢ use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment
- ➢ solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process
- ➢ generate alternative solutions to problems by using technology to facilitate the process

▶ SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate the skills of compromise to reach group consensus
- work collaboratively with others to achieve a common goal
- ➢ record group brainstorming, planning and sharing of ideas by using technology
- ➢ extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail

6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed

▶ RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

6.S.7 apply the research process:

- determine reliability of information filtering for point of view and bias
- formulate questions to be answered through the research process
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions based on information gathered to answer a research question
- include references in an organized manner as part of research
- formulate new questions as research progresses
- ➢ design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- ➢ access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
- ➢ organize information, using such tools as a database, spreadsheet or electronic webbing
- ➢ use a variety of technologies to organize and synthesize researched information
- ➢ reflect on and describe the processes involved in completing a project

▶ COMMUNICATION

Students will:

6.S.8 demonstrate skills of oral, written and visual literacy:

- express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
- express reasons for their ideas and opinions, in oral or written form
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others to understand their perspectives
- ➢ organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
- ➢ communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

6.S.9 develop skills of media literacy:

- detect bias present in the media
- examine and assess diverse perspectives regarding an issue presented in the media
- analyze significant current affairs
- identify and distinguish points of view expressed in electronic sources on a particular topic
- use selected presentation tools to demonstrate connections among various pieces of information
- recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

Glossary of Terms and Concepts—Grade 6

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

ACFA	Association canadienne-française de l'Alberta (French-Canadian Association of Alberta); a provincial association founded in 1926 to represent the needs of Franco-Albertans relating to education, health, politics, media, culture and communities.
Canadian Charter of Rights and Freedoms	Document entrenched in the *Constitutional Act*, 1982 that lists and describes the fundamental rights and freedoms guaranteed to Canadians.
collective identity	Sense of belonging to a community or group, established and strengthened through common characteristics and interests. Culture and language are determining factors in the formation of collective identity.
consensus	The achievement of agreement through a process of consultation, in which all parties affected by a decision have equal power and equal voice.
democracy	Political system in which citizens have a voice in decision making (government of the people, for the people, by the people).
electorate	Group of qualified voters.
equity	The state or quality of being just and impartial, respecting individual and collective rights.
fairness	Justice; equity; the state of being consistent with rules, logic or ethics.
FNA	First Nations Authorities; local governing authorities for all First Nations in Alberta, made up of First Nations Chiefs and Councils. All First Nations in Alberta are a member of one of three treaty organizations: Treaty 8 First Nations of Alberta, the Confederacy of Treaty 6 First Nations or the Treaty 7 First Nations.
justice	Upholding just, fair and equitable treatment, and providing due reward in accordance with honour, standards or law.
local government	The level of government empowered by the provincial or territorial government, whose mandate is to make decisions and bylaws relating to local issues and services.
MLA	Elected member of the legislative assembly, representing a specific constituency within the province.

MNAA	Métis Nation of Alberta Association; consists of an elected provincial president and vice-president, six elected zone presidents and six vice-presidents from each of six zones across Alberta. There are approximately 65 MNAA locals across Alberta.
official language minorities	Groups for whom one official language of Canada is their first language and who live within a larger group for whom the other official language of Canada is the first language. Section 23 of the Charter helps ensure the protection of Canada's two official languages by providing minority groups of both official languages with education in their mother tongue, thereby contributing to the vitality of their communities.
provincial government	The level of government whose constitutional mandate is to make decisions and pass legislation relating to provincial issues and services.
representative democracy	Political system whereby citizens elect their representatives to govern and make decisions on their behalf.
Treaty of La Grande Paix de Montréal	Treaty signed in Montréal in 1701 by the representatives of the government of France and representatives of 39 North American Aboriginal nations, including five Iroquois nations. The Aboriginal representatives were from the Great Lakes region, New York State, the shores of the Mississippi, Acadia and the Saint-Lawrence region.
Wampum Treaty	Treaty representing a peaceful, parallel co-existence between the Iroquois Confederacy and Europeans. This treaty, symbolized by the Two Row Wampum Belt, is a relationship of mutuality in which neither side can act unilaterally without consultation **The Two Row Wampum Belt** symbolizes the relationship between the Aboriginal peoples of North America and the Europeans. One purple row of beads represents the path of the Aboriginals' canoe, which contains their customs and laws. The other row represents the path of the Europeans' vessel, the sailing ship, which contains their customs and laws. The two-row wampum captures the original values that governed the relationship between the Aboriginal peoples and the Europeans—equality, respect, dignity and a sharing of the river that both groups travel on.